DOCUMENT RESUME

ED 431 170 CS 013 586

AUTHOR	Tuley, Ann Cashwell
TITLE	Never Too Late To Read: Language Skills for the Adolescent with Dyslexia.
PUB DATE	1998-00-00
NOTE	184p.; "Based on the work of Alice Ansara. Foreword by Jeanne S. Chall."
AVAILABLE FROM	York Press, Inc., P.O. Box 504, Timonium, MD 21904; Tel: 800-962-2763 (Toll Free); Fax: 410-560-6758; e-mail: york@abs.net
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Adolescents; Classroom Techniques; *Dyslexia; Informal Assessment; Instructional Effectiveness; *Language Arts; *Language Skills; Reading Difficulties; *Remedial Reading; Secondary Education; *Student Needs
IDENTIFIERS	Phrasing

ABSTRACT

By the time a student who has reading problems reaches adolescence, patterns of avoidance, denial, and resistance may hinder classroom participation. This book shows a teacher how to convince a student who is mistakenly labeled as unmotivated and without goals that academic success is attainable. The book provides tips, techniques, and strategies a teacher can easily implement. It describes typical students with dyslexia and leads the teacher step-by-step through the process of evaluating and teaching them. The books 10 chapters are: (1) The Adolescent with Dyslexia; (2) Evaluation: What Is the Problem; (3) Teaching: Principles and Strategies; (4) Sounds and Symbols; (5) Syllabication; (6) Vocabulary; (7) Spelling and Word Structure; (8) Phrasing: The Next Stage of Reading; (9) Comprehension: Making Connections; and (10) Study Skills. The book is based on the work of the teacher/scholar Alice Ansara and builds upon her belief that teaching must take place simultaneously on two levels: enabling students to meet the academic requirements and help them overcome specific language deficits. Contains a 43 references. (NKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS